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ABSTRACT

The purposes of this study were: (1) to evaluate current requirements for certification of teachers in business/office and marketing education in Louisiana; (2) to survey teacher educators on their attitudes toward certification requirements in these two areas; (3) to survey teachers in business/office and marketing education to determine their perceptions of preparation for teaching in the area of their certification; (4) to survey the states for certification requirements; and (5) to determine what changes in Louisiana's certification requirements should be made and make recommendations to the State Department of Education. Data from the survey are displayed on tables and the instruments used for data collection in the study are appended. (JD)

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SURVEY OF BUSINESS/OFFICE AND MARKETING EDUCATION TEACHER CERTIFICATION REQUIREMENTS IN LOUISIANA

1987

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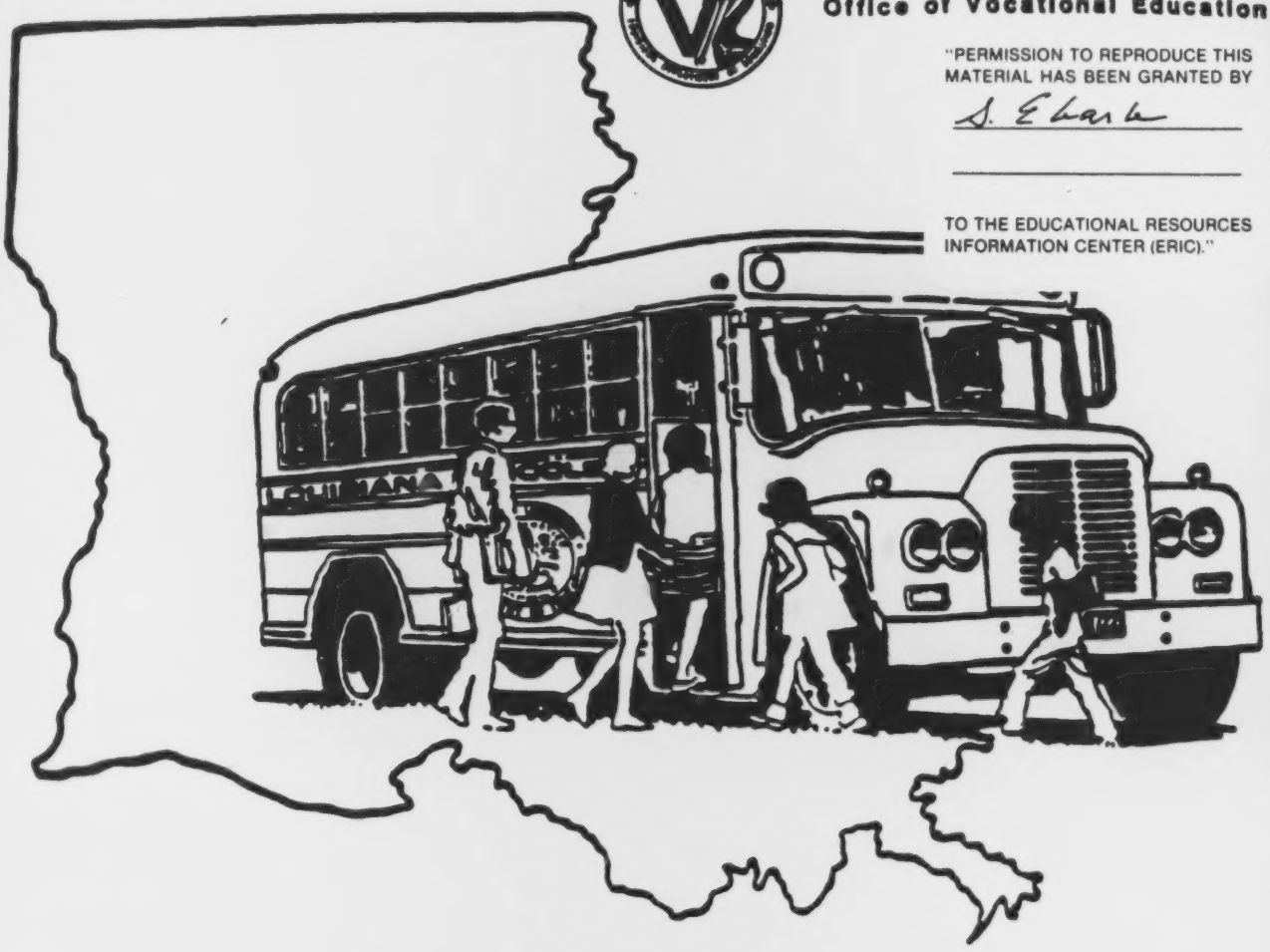

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FOREWORD

This Research Guide, Survey Of Business/Office And Marketing Education, Teacher Certification Requirements In Louisiana, was produced as a result of a project funded by the Louisiana State Department of Education to Nicholls State University, Thibodaux, Louisiana.

Thomas G. Clausen, Ph.D.
State Superintendent of Education

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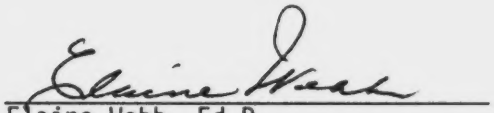

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SURVEY OF BUSINESS/OFFICE AND MARKETING EDUCATION TEACHER CERTIFICATION REQUIREMENTS IN LOUISIANA

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CHAPTER I

INTRODUCTION

A symposium entitled "Critical Issues in Vocational Education and Strategies for Improvement" was held in Dallas, Texas, December, 1986 in conjunction with the 1986 American Vocational Conference. This symposium was a forum for presenting the Holmes' Group and the Carnegie Commission Reports to the vocational education community in attendance.

In recent years, teacher education in general has been attacked as lacking quality and direction by such reports as the Time for Results: The Governors' 1991 Report on Education; A Report of the Holmes Group: Tomorrow's Teachers (1986), and a Nation Prepared: Teachers for the 21st Century (21, 26, 31, 41).

Taken in aggregate one can summarize the various papers by the following major recommendations as suggested by the reports:

1) the establishment of a national board for professional teaching standards;

2) the abolishment of undergraduate degrees in education and making teacher education a graduate level function;

3) basing continuing education of teachers on acquiring and/or maintaining national board certification;

4) improving the professional environment for teachers based on incentive, performance, and productivity;

5) professionalizing teaching as a career (31, 41).

What about vocational teacher education? Most of the latest reports ignored vocational education or assumed that what was good and worked for

teacher education in "academics" would also work for vocational teacher education.

The criticism of teacher education in general by various publics has been well publicized by the media and also at various professional education conferences and seminars.

Based upon the previous several years of criticism of teacher education, this research project was undertaken to review a small but important segment of teacher education; i.e., certification of business and marketing education personnel.

Statement of the Problem

Are the Louisiana state teacher certification requirements currently reflecting the rapidly changing technology in the areas of business and marketing education?

Need for the Study

The increased technology needed in the fields of business and marketing education has demanded more technical training. In addition, persons graduating in both of these curricula are certified to teach a number of subjects at the secondary level. Word processing is not required for certification in business education; however, this course is being taught at the secondary level by business teachers that are certified to teach... "all business subjects."

Persons certified in marketing education typically are also certified in business education, and are certified to teach all business subjects except one area; i.e., shorthand. This allows them to teach courses that may not be required for certification.

Since neither the business education teacher certification requirements, nor marketing education teacher certification requirements have been changed to any significant degree for many years, the time was right for an investigation into the standards to determine if the requirements do indeed reflect the rapidly changing technology, and to make recommendations to the appropriate levels to implement changes if deemed necessary.

Objectives

The objectives of the study were the following:

1. Evaluate current requirements for certification in business/office and marketing education.
2. Survey Louisiana teacher educators to determine their attitudes toward certification requirements in these two areas.
3. Survey Louisiana teachers in business/office and marketing education to determine their perceptions of preparation for teaching in the area of their certification.
4. Survey the states for certification requirements.
5. Determine what changes in Louisiana's certification requirements should be made and make these recommendations to the Louisiana State Department of Education.

CHAPTER II

REVIEW OF LITERATURE

The purpose of Chapter II is to present related literature and studies that concerned teacher certification standards in the area of business and marketing education.

ERIC searches were made at the libraries at Nicholls State University, Southeastern Louisiana University, and the Louisiana State Department of Education. In addition, the Business Education Index and various business education journals, as well as marketing education journals, provided needed information.

Introduction

Teacher preparatory programs at the various colleges and universities around the country are planned to meet certification regulations within a specified state and accreditation standards of an accrediting body. The teacher preparatory programs usually have several common elements but they tend to have organizational and structural differences within the institutions. Most of these university programs have courses in general content and professional areas of concentration, but the scope and sequence of these offerings tend to vary from state to state and even from school to school within the state. Complete uniformity is not an attribute of teacher education programs in business education or marketing education.

Several factors influence certification of business educators and marketing educators. Some of those factors are program location, the approved

program approach, the organized profession, state departments of education and accrediting agencies.

Program Location. Teacher education programs for business education and marketing education are located in the College of Business or the College of Education in most educational institutions. When the program is located in the College of Education, the concern is that the result will be teaching-oriented programs with a generalization of specific course content. Some educators prefer to see the programs in the College of Business where, they believe, the course content will be emphasized. Clayton reported in 1978 that the current trend was location of business education teacher preparatory programs in colleges of education (10). However, Hopkins reported in the 1986 NABTE Review that 64 percent of the business teacher education programs were located in a business administration content atmosphere (25).

Regardless of where the teacher education programs are located, State Plans for Vocational Education have been an outside influence on preparing teachers for reimbursed programs. Additional requirements that colleges and universities have instituted include work experience and pertinent vocational courses for vocational certification (10).

Approved Program Approach. A student graduating from an institution with an approved program is automatically certified in those states using the approved program plan. Approximately 80 percent of the states use the approved program plan which allows faculty groups direct influence in determining how teachers are prepared. Under the approved program approach, the state issues a certificate based upon recommendations of the certification officer of the educational institution, not on the basis of a transcript review (10).

State Departments of Education. Minimum requirements of certification are set by state departments of education even in those states using the approved program approach. In addition, the state departments of education recommend which institutions and programs are to be approved. Federal funding has also provided more control to state departments of education, especially in vocational education, by establishing minimums for certification to teach in reimbursed programs (10).

Business Education Certification

The National Association for Business Teacher Education (NABTE) has developed standards or guidelines for the preparation of business education teachers. Published in a booklet entitled, "Standards for Business Teacher Education," these standards attempt to serve (a) as a guide to departments of business teacher education engaging in the self-study of an existing program; (b) as a self-study guide for business teacher education departments in preparing pre-visitation reports to NCATE visiting teams before accreditation visits; (c) as a guide to institutions in the process of establishing a business teacher education program; and (d) as a guide for responding to weaknesses indicated by an NCATE team. The National Council on Accreditation of Teacher Education (NCATE) visitation teams are supplied with information related to these NABTE guidelines (37).

The two accrediting agencies which probably exert the most influence on teacher preparatory programs and thus certification are the American Assembly of Collegiate Schools of Business (AACSB) and the National Council for the Accreditation of Teacher Education (NCATE). Emphasized by the AACSB are the business content courses, and NCATE is especially concerned that each discipline is preparing students for the role of a certified teacher through the institution's program. The qualifications of the teaching faculty are a

serious concern of NCATE, and NCATE requires a self-evaluation process which incorporates the guidelines developed by NABTE mentioned earlier in this paper (10).

In February, 1982, Gades surveyed NABTE institutions to determine whether business teacher education programs are growing to meet a projected need for business teachers (22). In the years since 1982, NABTE has conducted surveys designed to establish and maintain a data bank of facts and practices of NABTE institutions. These surveys are quite comprehensive and all except the first included a survey section on teacher certification.

The surveys for 1982-83, 1983-84, and 1984-85 reported that comprehensive certification in business education continues to be the most popular. The 1984-85 survey showed that types of certification included in the "Other" category were vocational, business, administration, economics, typewriting, clerical, general office procedures, business education--non-shorthand, and distributive and marketing education (42, 43).

The state departments of education were listed as the certifying agency by most institutions. Sixteen institutions stated that certification was accomplished through a competency-based education program. The same number reported the use of a competency-based education program in 1983-84 (25).

In 1978, Clayton observed that state departments of education, accrediting agencies, and teacher organizations were becoming involved with competency-based teacher education and its relation to certification (10). At that time, over 17 states had mandated a change from course-structured programs to a competency-based teacher education program or were studying the concept seriously (20).

Late in 1963, Gerald Maxwell, National Business Education Association president, appointed two task forces to develop curriculum for business

education. One of these groups was directed to develop a curriculum guide for business teacher education. The guide identified important competencies required of business teachers at all educational levels. Competencies were listed under curriculum development, instruction, evaluation, management, guidance, interpersonal communications, student organizations, professional development, and subject competence. The curriculum guide was completed in July 1986, and among the suggestions made for its use was to use the guide as a model for business teacher certification requirements in each state and as a model for evaluating business teacher education curriculum (14).

A report originating in Florida focused on the identifying, validation, and ranking of 92 competencies important to vocational business education teachers. Members of Delta Pi Epsilon in the state ranked the items. An overview of competency-based teacher education is also provided (20).

A requirement for certification in business education in most states was a minimum number of years of occupational experience. However, Jones reported in the Eastern Business Teacher Association Journal in 1972, that no uniformity of work experience requirements or policies was found among the state and territories which did require work experience for certification (28).

Santos and Olinzock developed a comprehensive work experience model for training and retraining vocational education teachers in Ohio. The model was designed to meet occupational certification requirements within pre-service and inservice professional courses and addressed the needs of individuals with little or no work experience as well as those certified teachers who need to keep up-to-date in their specialty area. The model was also designed for

three levels of occupational experience: no experience, minimal experience, and one year or more of experience (39).

Dauwalder asked chairpersons of business education departments in NABTE institutions to rank a list of 18 challenges facing business education. He found the most important challenge to be updating and changing business education curriculum to meet present and future student needs and updating and developing the skills and knowledge of business educators. He also found that the development and implementation of uniform certification standards for business educators is not important to business educators (15).

A study by Greenan and Larkin determined the existing vocational/special education certification policies and practices in 50 states, the District of Columbia, and trust territories. Conclusions were that most states do not issue vocational/special education certification for vocational and special education personnel, although a limited number of states require vocational educators to complete special education courses for vocational certification. (23).

A study based in Wisconsin had as its purpose the determination of the views and perspectives of Wisconsin vocational educators on various aspects of the preparation and development of vocational personnel. One aspect related to certification and licensing. Six items dealt with this issue, and the researchers found that the need to understand vocational education was ranked most important. The least important of the six items listed was requirements for renewal of license including occupational experience. (38).

Skinkle conducted a study to ascertain the present standards for the certification of vocational educators and to determine the subsequent implications for the continuance, expansion, and qualitative improvement of

professional development programs. He also found much diversity in certification standards, the types of credentials granted, and the amount of occupational work experience required for certification (44).

A Colorado study sought information concerning the use of competency examinations and the means by which certification is attained in the technical, trade and industrial, and business and office education services. One of the findings of this study was that competency examinations were used for credentialing in eight states (30).

A study completed in Oklahoma attempted to determine the program emphasis of a teacher education certificate in the area of computer science. Responses to a questionnaire sent to 459 Oklahoma school districts established a clear demand for computer science teachers, especially at the high school level. Retraining existing faculty is not expected to take care of the growing demand for specialists in teaching computing. Findings from the study showed that teachers should generally be prepared to teach in broad categories of computer literacy, BASIC programming, and word processing (1).

Pennsylvania secondary public school business education teachers (375 teachers) assessed several components needed for permanent certification as they related to their classroom duties and responsibilities. A major conclusion was that the current certification requirements should be re-evaluated in the light of the needs of contemporary business educators (19).

Marketing Education Certification

Marketing education teacher preparation has been one of the primary concerns of the marketing education professionals in the field for many years. When one speaks about teacher preparation, teacher certification standards must be considered because the standards give direction to all teacher preparation programs.

The responsibility of teacher certification rests with the various states, whereas teacher preparation is the responsibility of various colleges and universities within those states. At the state level, teacher certification standards should be constantly reviewed so that they establish a leadership role at that level.

In that regard, a miniconference in marketing teacher education was held in 1984, in conjunction with the National Marketing and Distributive Education Curriculum Conference.

A national marketing education conference was held at Vail, Colorado in 1980. This conference brought together national leaders in marketing education from all across the country. A major outcome of the 1980 conference concerning marketing education graduates was the following:

> The underlying perceptions of many participants seemed to be that few graduates were being produced, the quality of those few graduates was poor, teacher educators were into all types of activities marginally or unrelated to marketing education and that leadership--traditionally associated with teacher education--was not forthcoming (36).

The above was the opinion of Richard L. Lynch, professor of marketing education, Virginia Polytechnic Institute and State University in Blacksburg, Virginia. Dr. Lynch is a national leader in marketing education.

Dr. Lynch interviewed over 100 persons in 1981 and 1982, subsequent to the Vail conference, concerning the future of marketing education. He concluded, "... no topic elicited more response--mostly negative--than did that associated with teacher education" (34).

An outgrowth of the 1980 Vail conference was the 1984 National Marketing and Distributive Education Curriculum Conference held in Atlanta, Georgia. Within this conference, a miniconference in marketing teacher education was

held. Three broad areas of marketing teacher education were reviewed; i.e., role and direction, leadership, and standards and evaluations.

Several recommendations directed at teacher education were forthcoming. Three primary recommendations were the following:

1. Create a think tank group to develop a plan of direction and action for marketing teacher education.

2. Develop a professional coalition within the framework of the Marketing and Distributive Education Association to focus on human resource development within marketing education, including teacher education.

3. Establish standards for marketing teacher education and a system for ensuring quality programs and graduates (33).

The third recommendation has implications for marketing education teacher certification. Standards and a system to ensure quality has as its basic foundation the teacher certification process by the various states.

Another study conducted by Lynch, in 1984, entitled, "Marketing Teacher Education: A Status Survey," was conducted to determine the status of marketing teacher education in the United States in 1984. One important aspect of the study was an investigation into various relationships between state departments of education, program quality, and certification processes (35).

Lynch found that marketing educators were certified by the following ways: 1) a baccalaureate program, 2) special certification option, and 3) graduate study. Three of the eight conclusions from the Lynch study were pertinent to this teacher certification study, they were the following:

1. The majority complete certification requirements to teach marketing education through a baccalaureate degree program in marketing teacher education. About 28 percent are certified through a minor or special option program, with the major most often being in business or business education.

A smaller percentage earn certification through graduate studies.

2. A much smaller percentage of universities offer, through their marketing teacher education program, a noncertification option.

3. The marketing teacher education program at almost all colleges and universities is accredited by its state's department of education to certify high school teacher coordinators (35).

In the broader view, marketing teacher education is in a crisis state, as suggested by James L. Burrow, associate professor of marketing at the University of Northern Iowa, Cedar Falls, Iowa. In his article, "Facing the Marketing Teacher Education Crisis," he related the basic problem in marketing teacher education as a lack of a foundational philosophy.

Burrow states the following:

> As scrutiny continues and as it influences decisions about the future of the discipline, philosophy must be carefully studied, refined or adjusted if necessary, and affirmed. Because of the unique role of teacher education in managing the professional development of marketing educators, the foundational philosophy of teacher education as a whole must also be critically considered. After philosophical groundwork has been carefully laid, effective implementation must address specific issues of program (1) structure and (2) integration within the academic fields of business and teacher education (8).

Burrow outlines reasons for his perception of a crisis in teacher education programs. His thoughts on the reasons for crisis can be listed as below:

1. Declining enrollments
2. Lack of academic rigor
3. Lack of quality students
4. Absence of common beliefs
5. Lack of program standards
6. Difficulty in managing a clinical program
7. Government intervention

While the overall teacher education process is in a crisis mode, Burrow contends that marketing educators should not assume that the crisis in

marketing education is all a result of a larger crisis in teacher education. Burrow states, "There have been no comprehensive studies of marketing teacher education to determine if the same characteristics studied by Weaver are found among those students enrolled in marketing teacher preparation programs" (8).

Burrow contends that one cause of the marketing education teacher preparation crisis may be the ". . . restructuring of academic majors and certification requirements . . ." (8).

However, Burrow's basic thesis was purported to be an absence of common beliefs; i.e., a basic philosophy concerning marketing teacher education. Therefore, three areas for direction were purported as being: philosophy, structure, and relationships concerning marketing teacher education. Furthermore, Burrow set forth certain goals and strategies in the above three areas for review of the marketing teacher education programs. This all has profound implications on any teacher certification standards in marketing education (8).

Burrow proposes in each of the areas above the following goals and implementation strategy.

I. Philosophy

A. Incorporate the mission and fundamental premises of marketing education within teacher education programs

1. Provide business and marketing preparation equivalent to that offered through an institution's marketing major

2. Emphasize an understanding of and appreciation for the private enterprise system throughout the marketing teacher education program

3. Provide instruction in and curriculum designs that support the basic premises of marketing education

B. Confirm/redefine a philosophy of marketing teacher education and

infuse it into the profession

1. Prepare a series of working papers on critical aspects of marketing teacher education. After internal and external review, define a consensus philosophy to guide the profession

C. Develop professional literature and supporting resources for use in teacher education programs

1. Develop professional texts, monographs, and instructional materials on the history and foundations of marketing education, curriculum design, program administration, and instructional methodologies

D. Establish a philosophical and curricular base that extends beyond the definition of vocational education

1. Develop comprehensive curriculum models for marketing education and marketing teacher education that meet both vocational and academic goals and philosophies

E. Re-establish philosophical leadership for the marketing education profession

1. Identify significant research needs and encourage and support that research

2. Enforce levels of quality in research through organized review processes and discussion

3. Exchange and implement significant research findings

4. Provide continuing professional development for all marketing education personnel emphasizing philosophy and its practice

II. Structure

A. Extend marketing teacher education to include preparation of teacher/trainers for all marketing instruction at the pre-baccalaureate level including industry-based training and adult education

1. Develop and promote a comprehensive definition of marketing education and marketing teacher education

2. Develop a segmented teacher education curriculum built upon a required professional and technical core enabling the preparation of personnel for specific roles in marketing education

B. Establish an academic model of significant research, effective teaching, and service as the basic structure of each teacher education program

1. Prepare prospective teacher educators for the traditional academic model which emphasizes a significant research effort as well as teaching and service

2. Develop a system of support services and shared programming to assist teacher educators in maintaining effective teaching and service commitments

3. Provide comprehensive support and appropriate recognition for significant research

C. Implement standards for admission, retention, and graduation that are comparable to other professional preparation programs with provisions for remediation and readmission

1. Structure marketing teacher education programs to meet basic accreditation standards of both business and education appropriate to the institution

2. Study the academic performance and quality of marketing teacher education students at both the graduate and undergraduate levels

3. Analyze alternative career options and assist in restructuring of current teaching roles to make marketing education an attractive profession

III. Relationships

A. Position marketing teacher education programs within the academic environment to provide pedagogical skills to persons with strong academic and business preparation

1. Establish curriculum patterns to allow students in marketing programs to prepare for careers in marketing education in an efficient manner

2. Identify and encourage the participation of academically talented persons from business and business curricula in marketing teacher education

3. Structure the technical component of the marketing teacher education curriculum to be equivalent to the technical preparation in an undergraduate marketing degree

B. Develop relationships to encourage the active involvement of marketing teacher education within appropriate professional marketing associations and vice versa

1. Provide contributions to the professional marketing literature

2. Participate in conferences and meetings of professional marketing associations by developing marketing education sessions

C. Delegate appropriate teaching and service functions and activities to specialists in the education and business environments

1. Encourage professional teacher association responsibility for elements of continuing professional development

2. Utilize other university resources for technical and pedagogical skill development of marketing education students and teachers

3. Incorporate significant business and teaching field experiences and internships into the marketing teacher education curriculum (8)

Rodney E. Davis, a professor in the College of Business, Ball State University in his article, "Marketing Teacher Education and Professional Leadership: Recommendations for a Plan of Action," stated that leadership in marketing education, specifically, marketing teacher education, has many leaders; however, that leadership needs to be sharpened and enhanced. He stated the following:

> ". . . failure to recognize a leadership problem in marketing education would be unfair; marketing education has many fine leaders. There are growing and healthy programs in communities throughout the country. It is not the intent to dwell on the negative, but rather to assess the situation realistically and to facilitate a frank discussion that leads to a plan of action for upgrading the professional leadership. It is a time for thoughtful and positive actions aimed at leading the marketing education profession closer to its potential as the primary delivery system of trained marketing personnel (16).

Outside forces as well as internal forces have caused considerable change in teacher certification standards. These forces were found in the Lynch (1983) study (33). These forces include the following:

1. Curriculum crunch and overload of requirements for teacher education programs housed in colleges of business accredited by the American Assembly of Collegiate Schools of Business (AACSB) leading to low enrollment and concern for survival

2. Outdated programs that have not adjusted to meet changing needs of the marketing profession (16).

In an article presented by Richard F. James and Gary A. Searle entitled, "Recommendations for Certification of Teachers in Secondary Marketing Education," an investigation was conducted of what was appropriate for certification content for marketing teacher education. They pointed out that marketing teacher education programs were centered around two concepts; i.e., the primary role of the vocational educator was assumed to be a tradesperson or teacher, and the second was concerned with the contemporary nature and purpose of vocational education and how it reflected the original philosophy.

In marketing education, they concluded that marketing educators were primarily teachers first and tradespersons second. Philosophically, the conclusion was that the contemporary philosophical foundation strengthened and enhanced the basic philosophical foundation of vocational education (27). Marketing education teachers must be not only competent educators, but also have the technical skills associated with the marketing profession.

As long as the above were present, it appeared irrelevant as to how the above were acquired. Certification could be obtained through a baccalaureate degree, or a non-degree preparation. Both would require occupational experience. However, the conclusion was reached that reemphasized the certification process.

> The guiding concepts of vocational education demand this preparation. Certification in an instructional discipline is critical for program success (27).

Through the years, certification and programs in marketing teacher education have been very controversial when qualifications are considered.

Meyer and Logan (1966), Ashmun and Larson (1970), and Weatherford (1974) all essentially agreed that marketing teacher education should have the components of professional, technical, and occupational experience. Furthermore, the Weatherford (1974) study found that 70 percent of selected leaders in marketing education recommended that certification be accomplished through an undergraduate degree program (46).

James and Searle investigated three areas to help determine the components that lead to high quality certification standards. These three components are competency studies, standards and criteria studies, and course content studies (27).

During the last 20 years outstanding leaders in marketing education have conducted competency studies for marketing education. These studies include Sampson (1964), Harris (1967), Crawford (1967), Renshaw (1976), and Eggland (17, 18, 24, 27).

All of the above studies concluded that the three components of professional education, technical education, and occupational work experience were necessary. These three components were necessary to ensure a basic foundation for building quality certification standards.

Studies in the area of standards in marketing teacher education essentially began in 1976 at the National Distributive Teacher Education Conference and were given impetus by the Council for Distributive Teacher Education (CDTE). Crawford's (1972), Strydesky's (1977), and Satterwhite's (1983) studies all had the ultimate objective of determining standards and criteria for evaluation and possible accreditation of teacher education programs (18, 27, 40).

The latest study found in this review of literature was Satterwhite's (1983). This study found that most vocational educators responding to the

study agreed that the professional component should include curriculum, teaching, and learning theory, as well as being included in the certification process.

Studies in course content that added to the field of knowledge included Crawford (1967), Cotrell (1971), Smith (1973), Searle (1977), and Berns (1979). Taken as a whole, in the professional area, the top three courses were the following: Methods and Materials for Teaching Distributive Education Programs, Organization and Administration of Distributive Education Programs, and Coordination Techniques of Cooperative Distributive Education (3, 12, 27).

The Berns (1979) study investigated the importance placed upon certain courses at a leading university in marketing teacher education such as those entitled Selling, Human Relations, Economics, Marketing, Managing Marketing Education Programs, and Methods of Teaching in Marketing Education Programs (3).

In 1977, the Searle study determined that state supervisors and teacher educators believed that occupational work experience should be required for certification. They also selected the top three most important professional and technical courses necessary for certification. They selected methods of teaching distributive education, coordination techniques, and student teaching in distributive education as the professional courses and for the technical courses, they selected marketing, retailing, and salesmanship (27).

James and Searle recommended certification requirements in the three areas of professional courses, technical courses, and occupational work experience based upon their findings and experiences. The recommendations are as listed below:

Professional Certification Courses

1. History, Principles, and Philosophy of Vocational, Technical, and Adult Education
2. Curriculum in Marketing Education
3. Methods of Teaching in Marketing Education Programs
4. Coordination of the Cooperative Marketing Education Program
5. Coordination of the Project and Simulation Marketing Education Program
6. Organization and Administration (Management) of the Marketing Education Program
7. Microcomputer Applications in Education and Marketing
8. Practicum in Teaching in Marketing Education Programs

Technical Certification Courses/Content

1. Principles of Marketing
2. Principles of Selling
3. Retail Merchandising and Management
4. Principles of Advertising and Promotion
5. Marketing Research
6. Principles of Management

Occupational Work Experience

1. 4,000 hours directly related to work experience in the last five years

or

2. Practicum with seminar

The above recommendations are a minimum foundation for producing competent marketing educators (27).

Further specific recommendations were put forth by James and Searle to

ensure a quality program. They were the following:

1. Institutions offering marketing teacher education should provide a program leading to certification that contains the three components of professional education, technical content, and occupational work experience. This program should include two routes: the baccalaureate degree route and the non-degree route.

2. Alternative plans for non-degree students should be provided that would allow substituting certain courses, waiving certain requirements as a result of the student's background, testing out of certain courses, etc.

3. A supervised practice teaching experience should include all facets of the marketing education teacher-coordinator's position including coordination, adult education, the student organization, program promotion, etc.

4. Students should be provided an opportunity to participate in a professional organization that promotes teaching as a profession.

5. Additional research should be conducted on certification requirements (27).

When one examines the certification requirements of the various states, the approach to certification is one of two types, the "approved program approach," and the transcript review by a state department certifying officer. An "approved program approach" allows marketing teacher educators great control and latitude of their teacher preparation program. This approach was followed by at least 80 percent of the states in 1973, according to a study by Lindley J. Stiles. When this approach is used a teacher simply has to be recommended by the college or university that he/she graduated, and if the teacher education program is an approved one, then certification is automatic (10).

As can be seen from this process, colleges and universities can have a great deal of latitude in the courses which are required and the number of credit hours required for certification in marketing education.

States also have varying requirements for occupational work experience

varying from supervised practicums to a specified number of hours for occupational work experience (10).

Summary

As can be seen from this review of literature, there are as many concerns in the area of teacher certification in business education as there are in marketing education. Through all of the literature and studies reviewed, the theme of improvement and quality of personnel was present. From the general teacher certification requirements to the specific requirements, the major concern was for the standards and criteria for certification requirements to reflect the needs of the profession.

There were many and varied opinions and philosophies concerning the needs of teacher education and the certification process. Not all states have the same methodology for certification nor do they have the same requirements. There appears to be as many standards for certifying business and marketing educators as there are states.

CHAPTER III

METHODOLOGY

This study surveyed the Louisiana business and marketing education teachers, as well as teacher educators to determine their attitudes toward certification requirements. A survey was also conducted in other states to determine their certification requirements for a comparison analysis with Louisiana.

Once the major objectives were accomplished, recommendations for improving certification requirements in these two areas were formulated. To better formulate the recommendations, a descriptive analysis was made from the data obtained.

Selection of the Population

The population used for the study that concerned business education and marketing education teachers and teacher educators were the programs listed in the Business Education directory and Marketing Education directory as compiled by the Louisiana State Department of Education Business Education and Marketing Education sections for the 1984-85 academic year.

All fifty state departments of education were surveyed for their teacher certification requirements. The total population for the business education high school survey consisted of 444 high school business education departments. The total population for the marketing education high school survey consisted of 101 secondary marketing education programs.

At the teacher-educator level many respondents had interest in both

areas. Therefore, one person could have filled out both survey forms. As a result, 14 business teacher educators and 10 marketing educators were surveyed.

Techniques for Obtaining Data

1. A computer search was conducted of ERIC documents at Nicholls State University and Southeastern Louisiana University, and the Louisiana State Department of Education libraries. This search was conducted to obtain pertinent information on business and marketing education teacher certification studies and standards. Also, a personal search was made of periodicals, documents, working papers, and books on the subject under study to the satisfaction of the researchers. This was done to complete the review of literature section and used as a foundation for the questionnaires that were constructed to gather data for the study.
2. To obtain data for objectives listed, four instruments were constructed. Two each in the area of Marketing Education; i.e., one for teacher educators/secondary teachers, and one for the state department of education for teacher certification standards. For business education, the same procedure was used. The same survey was used in each area for teacher educators and high school teachers. Each respondent simply had to identify his or her position in the profession.
3. The printed, validated questionnaires were sent to the total population as described in October, 1985. Validation procedures are described later in this chapter. Included with the

questionnaire was a cover letter, instructions, and a self-addressed stamped envelope.

4. A second mailing was sent in November, 1985, to all non-respondents, and included the same items as the first mailing with the exception of a revised cover letter.

Content Validity and Readability

After reviewing the literature in teacher certification, as well as the Louisiana standards, questionnaires were developed to accomplish the objectives.

In order to reform the rough copy for readability and clarity, the staff of the Administrative Services and Vocational Business Education Department at Nicholls State University reviewed the preliminary draft.

After revisions were made for clarity and readability, the questionnaire was submitted to Dr. Florent Hardy, Director, Coordinating Unit, Louisiana State Department of Education and Carol Borskey, Section Chief, Marketing Education, Louisiana State Department of Education.

Treatment of Data

The data were analyzed by frequency and percentage and presented in tabular and narrative form. Several questions had "yes" or "no" responses, with open ended questions to follow. These responses were categorized into reasoned categories, and presented in narrative form for marketing education.

Conclusions and recommendations were determined from the data and analysis conducted.

CHAPTER IV

ANALYSIS OF DATA

This study was conducted to resolve the problem statement which was the following: Are the Louisiana state teacher certification requirements reflecting the rapidly changing technology in the areas of business and marketing education?

Separate questionnaires were constructed for business education and marketing education and sent to secondary teachers, and university teacher educators. Also two separate questionnaires were constructed and sent to all teacher certification offices in the various state departments of education. A summary of the questionnaires returned for each area, a description of the respondents in each area, and the accomplishment of objectives are discussed below. A discussion of Business Education certification requirements and Marketing Education certification requirements also follows.

Description of Respondents

There are 66 school districts in the State of Louisiana. Sixty-four districts have the same boundary lines as the incorporated parish (county) governmental units. Two districts are city systems that serve the population within the respective incorporated city governmental units.

The public secondary school districts surveyed were the 444 as listed in business education and the 101 marketing education programs as listed in the respective directories obtained from the Louisiana State Department of

Education. The student body of the schools surveyed ranged from a low of 51 to a high of 2862.

Obviously, some business departments had only one teacher while others had several teachers. However, regardless of the size of the student population, a business education teacher should be prepared to teach subject matter and skill courses rather than the needs of large business departments as compared to small business departments.

Of the 101 secondary marketing education programs, 96 percent had one-teacher departments, while 3 had two-teacher departments, and 1 had a three-teacher department.

A wide cross section relative to the length of service was obtained from the respondents in both fields that were under study as can be seen from Table 1 and 2 on the following pages.

Furthermore, the business education respondents as well as the marketing education respondents in the 16-20 years of teaching experience range and above had a significant number of teachers at the secondary level.

Six categories were used for the sub-division of respondents. The range for business education, secondary was 10 percent with 1-3 years of experience to 22 percent with 21 or more years of experience. Sixty-three percent had 11 years of experience and over. The range for business education respondents at the university level was 29 percent with 7-10 years experience to one with 21 years or more. However, 71 percent of the respondents from the university level had 11 or more years of teaching experience. A total of 444 secondary schools reviewed the business education questionnaire with 236 responding resulting in a 53.2 percent return rate. This return rate accomplished the objective of obtaining at least a 50 percent response from the survey.

TABLE 1: SUMMARY OF QUESTIONNAIRES RETURNED BY YEARS OF EXPERIENCE FOR BUSINESS AND OFFICE EDUCATION BY SECONDARY AND UNIVERSITY PERSONNEL. SECONDARY N=236; UNIVERSITY N=10

YEARS EXPERIENCE	Secondary N	%	University N	%
1 - 3	25	10	-	-
4 - 6	29	12	-	-
7 - 10	34	14	2	20
11 - 15	47	20	4	40
16 - 20	49	20	-	-
21 and Over	52	22	4	40
TOTAL	236		10	

TABLE 2: SUMMARY OF QUESTIONNAIRES RETURNED BY YEARS OF EXPERIENCE FOR MARKETING EDUCATION BY SECONDARY AND UNIVERSITY PERSONNEL.
SECONDARY N=58; UNIVERSITY N=7

YEARS OF EXPERIENCE	Secondary		University	
	N	%	N	%
1. 1 - 3	5	8	-	-
2. 4 - 6	7	12	-	-
3. 7 - 10	4	7	2	29
4. 11 - 15	7	12	4	57
5. 16 - 20	24	41	-	-
6. 21 and Over	7	12	1	14
7. No Response	4	7	-	-
TOTAL	58		7	

University personnel in business education were sent a total of 14 questionnaires. There were 10 responses, with a return rate of 71.4 percent.

Fifty-seven percent of the secondary marketing education questionnaires were returned. A total of 101 surveys were sent, and 58 were returned usable. The secondary marketing education respondents' teaching experience ranged from 8 percent with 1-5 years of experience to 12 percent with 21 years and more. Sixty-five percent of the respondents had at least eleven years of teaching experience, while only 27 percent had less than 11 years of experience. The greatest percentage of respondents, 41 percent, had 16-20 years of teaching experience.

On the university level, 9 questionnaires were mailed with 7 being returned, for a response rate of 78 percent for the marketing teacher-educators. Seventy-one percent of the teacher educators had at least 11 years of teaching experience. The majority of respondents, 57 percent, had 11-15 years of experience.

Of the 51 states surveyed for the teacher certification standards, 37 responded for a return rate of 73 percent. However, of those 37 respondents, 23 issued teaching certificates by the program approval method, or 62 percent could not supply the input needed to accomplish the fourth objective of this study. As a result, only 14 or 38 percent of the states that responded could provide input to the objective.

In the marketing education areas, four states indicated that marketing education certification was not granted in their state. Two of those states approved by the program method. Therefore, the input from states concerning marketing education resulted in only 12, for a 32 percent input rate on marketing education.

Accomplishment of Objectives

Questionnaires were used to gather data to accomplish the objectives of the study in conjunction with presenting the information in narrative and tabular form once the analyzing was done.

To accomplish the objectives, the entire process of completing this study was undertaken, beginning with the review of literature to the final conclusions, and recommendations. More specifically, a questionnaire was developed for the business education area and the marketing education area for secondary teachers and teacher educators to accomplish objectives 2 and 3. Objective number 4 was accomplished by developing a questionnaire for each area which was sent to all state departments of education to determine their certification standards. Objective 5 was accomplished in Section V of this study.

General Certification Requirements Reported By States

An objective of this research study was to survey other states to determine their certification requirements. Two survey instruments for securing certification information from the state directors of teacher certification were constructed. One questionnaire requested information on business education requirements and one requested information on marketing education requirements. Both instruments sought information relative to general education, general professional education, area professional education, technical education, work experience, pre-certification testing, and certification renewal. Some information was common to both areas and was therefore reported in the general section below. Specific information, including professional and technical education, follows for both business education and marketing education.

The questionnaires in both the business education area and the marketing education area were designed based on the Louisiana certification requirements. Twenty-three of the 37 states responding to the request used an approved program approach to teacher certification. When students graduate from an institution with an approved program, their teacher certification is automatic when they have followed the approved program.

State departments using the approved program approach were unable to furnish the specific information requested relating to general and professional education and technical education shown on the questionnaire under I. The 23 states responding as program approval states were:

Alaska
California
Colorado
Florida
Georgia
Idaho
Iowa
Kansas
Maine
Michigan
Minnesota
Montana
New York
North Carolina
North Dakota
Ohio
Pennsylvania
Rhode Island
Utah
Vermont
Virginia
West Virginia
Wisconsin

Table 3 displays the number of hours required in general and professional education as reported by non-program approval states.

All of the 14 states not using the program approval approach responded to every item appearing on the table. Thirteen responses were given for the hours required in general professional education, an indication that the certification official completing the form might have been more certain of accurate information in the general form area than in the more specific areas such as English, science, and speech, for example.

The hours required in general professional education as reported by the respondents ranged from 6 to 36 hours. No other area required more than 12

TABLE 3: THE GENERAL AND PROFESSIONAL CERTIFICATION REQUIREMENTS AS REPORTED BY VARIOUS STATE DIRECTORS OF TEACHER CERTIFICATION IN NON-PROGRAM APPROVED STATES.

	Semester Hours														
Subject	2	3	4	5	6	8	9	12	15	16	19	20	24	27	36
Bus. Ed. Methods	1	2	1		3			2							
Marketing Education		1		1	4	1		2	1						
Gen. Prof. Education					2		1	1		1		2	3	2	1
English			1		1	1		2							
Health & Phys. Ed.	1	2	1												
Social Sciences					2		1	1							
Math.	1		1		4										
Ed. Psyc.	2		1		2										
Science					4		1	1							
Speech	1	1	1												

hours as general or professional education for certification purposes.

One state (Florida) listed a total of 45 hours for general preparation. One state indicated a two-hour reading requirement and a two-hour requirement in educating the exceptional child. Beginning in July, 1985, all professional certificated personnel in Maryland were required to have 3 hours of special education. Either 4 or 6 hours of student teaching were listed separately by two states.

Louisiana requires 2,000 hours (the equivalent of one year) of work experience for vocational certification. State certification directors reported the business work experience for vocational teacher certification in their states with eight states requiring 2,000 hours, one state requiring 3,000 hours and five states requiring 4,000 hours.

Louisiana's work experience requirement appeared to be in line with the majority of the states reporting work experience requirements.

Two state certification personnel reported that cooperative office education teachers were required to complete 6 semester hours of Methodology In Cooperative Education Programs. Other states (3) required 3 hours of methodology related to cooperative education.

Work experience requirements for cooperative education teachers were most often reported as 2,000 hours. Two other states required 3,000 or 4,000 hours of work experience.

No differentiation was made between the work experience requirement for vocational certification and the work experience requirement for cooperative office education certification or marketing education. In Louisiana, the 2,000 hour requirement for vocational certification also served for the work experience requirement in cooperative office education and marketing education.

Many states required teachers to pass some form of test before certification was given. This test was often the National Teacher's Examination and/or a state-composed examination covering basic skills or program area skills.

Fifteen state directors of certification gave a positive answer to the question, "Does your state require a professional examination for teacher certification?" Fourteen states required passing the National Teacher's Examination, and five states reported the use of a state-composed test. States indicating other tests required prior to certification included:

Arizona: California Basic Skills Test

Colorado: Basic Skills Competency Tests

West Virginia: State-composed

Georgia: Georgia Teacher Certification Test

Minimum scores required on the National Teacher's Examination were within the following ranges:

	Range Required (Excluding Louisiana)	Louisiana Requirements
Professional Knowledge	630 - 645	645
General Knowledge	627 - 649	644
Communication Skills	632 - 650	645
Business Education Area	469 - 630	591
Marketing Education		NA

When the Louisiana National Teacher's Examination requirements for business education certification were compared with those from other states, Louisiana required scores near the top of the range used in other states for the Professional Knowledge, General Knowledge, and Communication Skills part of the examination. For the Business Education area, the Louisiana

requirement fell in the approximate middle between the highest score and the lowest score required by the states. There is no NTE area test for Marketing Education.

For the state-composed tests and other tests used by the various states reporting, required scores were listed as the 75th percentile in one state, 70 percent in another state, and from 50 percent to 80 percent on a test used in another state.

Louisiana requires the completion of 9 semester hours for computer literacy certification including 3 hours in Introduction to Computer Literacy and Microcomputers, 3 hours in a Computer Science Education elective, and 3 hours in Computer Programming. Certification requirements in Louisiana appear to be more specific when compared to other states reported in this study.

Once teachers are certified, they usually must maintain their certification by meeting specific requirements determined by their state departments of education. The most frequent general requirement was additional education with continued teaching service within a specified time immediately preceding certification. Ten states indicated a requirement of acquiring 6 semester hours every 5 years. Several states provided the number of hours required (4, 5, or 9) but did not specify the time period.

One state required additional course work until the applicant earned a master's degree, and then the applicant's certificate was converted to a permanent certificate.

Colorado required six semester hours every 5 years for renewal of certificates with the hours to be earned through the following:

1. College courses,
2. Approved in-service activities,
3. Economic work-learn programs,

4. Educational travel, or

5. Student teacher supervision.

Except for the college level courses, credit hours were limited for each of the above activities.

New York required two years of teaching experience and a master's degree for permanent certification.

Louisiana requires at least one semester of teaching experience as a regular teacher every 5 years or 6 semester hours of refresher credit. Louisiana requirements in the renewal of certificates were comparable to those of most states responding to this survey.

Business Education. Directors of teacher certification in the states were asked to show the hour requirements for certification in 17 specific courses listed as technical education. Responses to semester hour requirements for specific courses in technical education are shown in Table 4.

The most frequent requirements in the technical education courses for certification were 9 hours in accounting, 9 hours in shorthand, and 6 hours in typewriting. Louisiana certification requirements paralleled the requirements as indicated by the respondents in this category.

Several respondents provided a total hour requirement for certification in technical education and did not indicate hour requirements per course. Totals submitted were

48 hours in technical education: Accounting 8; Secretarial Practice 14; General Business 18; Electives 8,

36 hours in technical education (3 respondents),

30 hours in technical education,

24-27 hours in technical education,

24 hours in technical education,

20 hours in technical education, and

18 hours in technical education.

The wide range in certification requirements from 18 to 48 hours in technical education could be attributed to differences among the states in courses to be included in their definition of technical education.

Louisiana required from 27 to 36 hours of technical education for certification in general Business Education. The Louisiana state requirements appeared to be in line with most of the states reporting a total hourly requirement in technical education.

Questionnaire recipients were asked to list additional requirements of Vocational Business Education certification and for Cooperative Office Education. Three of the respondents reported a 3-hour requirement in Philosophy of Vocational Education and one respondent reported a 2-hour requirement in the course. The following information was listed under "Other":

1. 12 semester hours to include several courses,
2. 8 hours in vocational coursework,
3. 3 hours in Methods of Vocational Business Education,
4. 2 hours in Coordinating Techniques,
5. 2 hours in Teaching Co-Op or Teaching Model Office.

States responding to the questionnaire appeared to require some coursework in vocational education, even though the course title may not be Philosophy of Vocational Education.

The questionnaire recipients were asked whether their state provided specialized certification within business education. Fifteen state certification directors gave a positive answer to this item. Some states indicated specialized certification but did not list the areas of

Table 4: RESPONSES OF STATE DIRECTORS OF TEACHER CERTIFICATION RELATIVE TO SEMESTER HOUR REQUIREMENTS FOR CERTIFICATION IN BUSINESS TECHNICAL EDUCATION COURSES.

Subject	Hours							
	2	3	4	5	6	8	9	10
Accounting					3	1	4	1
Business Communications	3	2						
Business Law	2	2	1					
Computer Courses		1						
Data Processing	1	5						
Economics	1	2	1		3	1		
Management	4							
Marketing	2							
Date Processing	1							
Human Relations	-	-	-	-	-	-	-	-
Office Management	-	-	-	-	-	-	-	-
Office Procedures	3							
Records Management	1							
Shorthand			1	1	1		4	
Typewriting	1	1		1	5			
Word Processing Concepts	-	-	-	-	-	-	-	- -
Word Processing Applications	-	-	-	-	-	-	-	- -
*Other	3							

*Distributive education subjects, principles of Business Math, Introduction to Business, Related courses in Business and Economics.

specialization as the survey instrument requested. Some of the areas of specialization listed were

1. Bookkeeping and Business Management,
2. Bookkeeping and Related Subjects,
3. Secretarial Practices (Shorthand),
4. Stenography,
5. Basic Business,
6. Office Occupations,
7. Data Processing,
8. Office Occupations,
9. Data Processing, and
10. Business Data Processing and Accounting.

Some of the states appeared to issue a Business Education certificate with endorsements in specific subjects. For example, in some states the certificate might be a Business Education certificate with an endorsement in shorthand.

Louisiana issues a general certificate with exceptions rather than with endorsements. For example, a certificate might be in Business Education except Shorthand or Business Education except Accounting or Business Education except Data Processing. Most states issued certificates with endorsements; Louisiana issued certificates with exceptions.

Seven states reported certification requirements for computer literacy. Full certification in any instructional area provided the necessary requirements for teaching the course in three states. Another state permitted certification based on endorsements in math, science, language arts, business education, industrial arts, or other fields related to the use of technology. The employing school district determined requirements for teaching computer

literacy in one state, and another had not yet determined a sequence. The student to whom the course was offered is the determining factor in one.

Marketing Education. In the Marketing Education responses from the states, all but one state did not list any specific hours for specific courses. However, they did indicate the number of hours needed for professional marketing education in aggregate. As can be seen from Table 3 marketing education specific professional requirements ranged from 3 semester hours to 15 semester hours.

The specific area professional education courses indicated a minimum number of hours chosen from the areas below:

1. Cooperative Education Methods
2. Curriculum Planning
3. History and Philosophy
4. Improvement of Instruction
5. Materials and Methods in Marketing
6. Organization and Administration
7. Problems of a Coordinator.

When comparing Louisiana to the other states responding, all but one of those states required more professional hours in marketing education than Louisiana. Louisiana requires 5 semester hours. The course selection of the other states were very similar to Louisiana and there appeared to be very little differences as far as the choices of course titles were concerned.

The technical courses listed on the questionnaire requested states to respond to specific courses such as Marketing and Management and to respond further to define the marketing courses. The majority of respondents, 94 percent, did not specify specific courses; however, they responded in the aggregate. Responses ranged from a low of 12 to a high of 48.

Number of Hours	%
12	6
15	6
18	6
20	6
21	6
26	26
30	19
36	6
48	6

When comparing the 24 technical hour requirements in Louisiana with other states that responded only 5 states required more than 24 technical hours. Forty-three percent required less than 24 hours, 31 percent required more than 24 percent.

A list of technical course choices were given and in all states that responded except for one, an aggregate was given as to the dispersion of hours in the various courses. That one state required 2 hours of economics, 6 in management and 6 in marketing. Some states, like Louisiana, limited the number of hours in certain courses, but the majority allowed the hours to be dispersed through the list.

The course titles were the following:

Accounting
Business Communication
Business Law
Computer courses
Date Processing
Economics
Human Relations
Management
Marketing

Louisiana required 24 technical hours distributed among the technical areas of the following: Accounting Principles, and Business Law (not more than 3 semester hours), Marketing, Merchandising, and Management.

A section of the questionnaire also requested any specific hours in marketing. No state responded to this section. The probable reason was that

the umbrella term of marketing was used in certification requirements and many of those topics were included in marketing courses. Since this occurred, no data was obtained for any specific hours in marketing topics for inclusion in this report.

Business Education Responses: Louisiana

Business education teachers in 444 Louisiana secondary schools were sent questionnaires and 236 teachers (53.2 percent) responded to the request for information. Fourteen university personnel in business education were sent questionnaires, and ten of these business teacher educators (71.4 percent) responded to the questionnaire. The number of questionnaires returned from the secondary teachers and the teacher educators accomplished the objective of securing a minimum return rate of 50 percent.

Respondents were asked to give a positive or a negative answer to a statement that the present certification requirements for business education teachers in Louisiana provide the necessary foundation to teach all business subjects. Forty-eight percent of the 236 secondary teachers responded and 50 percent of the ten university teacher educators responded affirmatively to the item.

Item 5 also required a positive or negative response to the following statement:

> "Changes should be made in the present certification requirements for business education teachers in Louisiana."

Fifty-seven percent of the secondary teachers and 60 percent of the university teacher educators submitted positive replies to this statement. Secondary business education teachers and university teacher educators gave

almost the same positive response to Item 4 and 5, indicating apparent agreement on these two items.

Items 6 through 10 of the questionnaire requested a Yes or No response to statements relative to specific business education subjects. Table 5 presents the item statements and the positive responses of the secondary and university business teachers.

Seventy-seven percent or more of the secondary business teachers indicated that all business education teachers should be certified to teach accounting, data processing, computer literacy, and word processing. Half of the secondary business education teachers said that all business teachers should be certified to teach shorthand.

Table 5 shows that all of the university teacher educators replied that business education teachers should be certified in accounting; 70 percent indicated that business education teachers should be certified in data processing and computer literacy; and 80 percent stated all business education teachers should be certified in word processing. Only 20 percent of the university teacher educators indicated that all business teachers should be certified in shorthand.

A large majority of both secondary business teachers and university teacher educators appear to recommend that business teachers be able to teach accounting, data processing, computer literacy, and word processing. However, the groups appear to be less in agreement on the issue of shorthand certification.

While the opinions of the secondary teachers and the university teacher educators did not represent a consensus on Items 8 through 10 of the questionnaire, their responses implied a strong belief relative to certification in data processing, computer literacy, and word processing.

TABLE 5: POSITIVE RESPONSES TO BUSINESS EDUCATION QUESTIONNAIRE STATEMENTS BY SECONDARY AND UNIVERSITY PERSONNEL BY THE TYPE OF SUBJECT CONTENT FOR CERTIFICATION. SECONDARY N=236; UNIVERSITY N=10

QUESTIONNAIRE STATEMENT		Secondary NO.	Secondary %	University NO.	University %
4.	Present certification requirements for business education teachers in Louisiana provide the necessary foundation to teach all business subjects.	113	48	5	50
5.	Changes should be made in the present certification requirements for business education teachers in Louisiana.	135	57	6	60
6.	All business teachers should be certified to teach shorthand.	118	50	2	20
7.	All business teachers should be certified to teach accounting.	191	81	10	100
8.	All business teachers should be certified to teach data processing	190	81	7	70
9.	All business teachers should be certified to teach computer literacy.	181	77	7	70
10.	All business teachers should be certified to teach word processing.	192	81	8	80

A difference of opinion regarding certification in accounting (secondary teachers: 81 percent; university personnel: 100 percent) existed. An interesting observation was that only 20 percent of the university personnel believed certification in shorthand was necessary while 50 percent of the secondary business teachers thought shorthand certification was desirable.

Secondary business teachers and university business teacher educators were provided the current Louisiana semester hour requirements for certification in typewriting, shorthand, accounting, and data processing. These teachers were asked to indicate the hours they thought were needed to acquire minimum skills, principles, and procedures in those subjects. The responses are shown in Table 6.

A study of Table 6 revealed that 66 percent of the high school business teachers and 80 percent of the business teacher educators would require 9 or more semester hours in accounting for obtaining the necessary expertise to teach the subject. These data support the current Louisiana nine-hour certification requirement in accounting. In addition to appearing to agree with the present state certification requirements in accounting, some respondents appear to be interested in increasing the requirements in this subject to 12 hours.

A substantial number of the respondents at the high school and university levels indicated that more than the 3 semester hours now required for certification in data processing were needed to provide sufficient background for teaching the subject. Seventy percent of the business teacher educators and 58 percent of the secondary business teachers would require 6 or more semester hours for certification in data processing.

Only 29 percent of the secondary business teachers indicated a need for 9 or more hours in shorthand for certification. Forty-nine percent of the

secondary business teachers would reduce the semester hour requirement in shorthand to 6 or fewer hours. The well-known technological advances in recent years and lack of student interest appear to have weakened the need in teaching shorthand in the secondary schools.

Table 6 shows that 60 percent of the university teacher educators are in apparent agreement with the current certification requirements of 9 or more semester hours for certification in shorthand. Forty percent of the university personnel would allow certification after completing 6 semester hours of instruction.

The use of shorthand in the modern, technological society has been seriously questioned by many writers in the field of business education. Thus, disagreement and confusion in requirements for certification in the subject are perhaps understandable.

To be certified in teaching typewriting in Louisiana, a teacher is required to complete 6 hours of typewriting instruction. All the secondary business teachers responding to this item and 100 percent of the business teacher educators agree that every typewriting teacher should complete this 6 hour requirement. Some respondents from both groups (31 percent of the secondary business teachers and 30 percent of the teacher educators) would prefer a 9 hour typewriting requirement, as can be observed from Table 6.

The respondents to the survey appear to support the current Louisiana requirements and/or additional hours for certification in accounting, data processing, and typewriting. The secondary business teachers appear willing to reduce the number of hours required for certification in shorthand although most of the university business teacher educators support the current 9 hour state requirement.

TABLE 6: RESPONSE TO THE REQUIRED COURSE AND HOURS IN BUSINESS EDUCATION THAT WOULD PROVIDE THE MINIMUM REQUIRED SKILLS, PRINCIPLES, AND PROCEDURES NECESSARY FOR CERTIFICATION IN FOUR CERTIFICATION AREAS AS LISTED BY SECONDARY AND UNIVERSITY PERSONNEL. SECONDARY N=236; UNIVERSITY N=10

	Secondary %								Universtiy %							
Subject	3		6		9		12		3		6		9		12	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Accounting	-	-	30	13	107	45	50	21	-	-	2	20	7	70	1	10
Data Proc.	57	23	92	39	41	17	5	2	3	30	4	40	2	20	1	10
Shorthand	13	5	103	44	55	23	15	6	-	-	4	40	5	50	1	10
Typewriting	-	-	105	44	73	31	9	4	-	-	6	60	3	30	-	-

*one response had 4 hours for typing.

Respondents were asked to indicate the number of hours completed in business education methodology. Seventy percent of the secondary business education teachers and 40 percent of the university business teacher educators did not respond to this item. Three hours of business education methodology were most often reported by secondary business education teachers (ninety percent), and 6 hours of business education methods were most often reported by the business teacher educators (40 percent).

Louisiana requires 9 semester hours of related courses in business and economics essential to a well-rounded foundation for business teachers to be selected by the teacher education institution. Respondents were asked to select from a list of courses 9 or more hours they believed to be essential to a well-rounded foundation. Table 7 shows the results of the teachers' selections.

Table 7 reveals that 50 percent or more of the secondary business education teachers chose 3 hours or more in related business courses in business communication (51 percent), computer science (54 percent), office procedures (53 percent), and word processing (60 percent). Teacher educators did not agree with secondary teachers when teacher educators suggested 3 or more hours in business law, economics, marketing, and Principles of Management be used as part of the requirements for a well rounded education.

Questionnaire recipients were asked whether they agreed with the additional requirement of 3 semester hours of vocational business and office education, and Principles and/or Philosophy of Vocational Education in addition to the general certification requirements for a business education teacher to be vocationally certified. Sixty-one percent of the secondary business education teachers and 70 percent of the business teacher educators agreed that the requirement was valid. The respondents giving a negative

TABLE 7: RESPONSE TO THE NUMBER OF HOURS IN RELATED BUSINESS COURSES THAT ARE ESSENTIAL TO A WELL ROUNDED FOUNDATION FOR CERTIFICATION AS LISTED BY SECONDARY AND UNIVERSITY PERSONNEL. SECONDARY N=236; UNIVERSITY N=10.

Subject	Secondary								University					
	3		6		9		12		3		6		9	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1. Bus Com	96	41	20	8	4	2	1	-	6	60	2	20	-	-
2. Bus Law	64	27	14	6	-	-	-	-	6	60	1	10	-	-
3. Com Sci	90	38	24	10	14	6	3	1	3	30	3	30	-	-
4. Econ	74	31	31	13	6	3	1	-	3	30	2	20	1	10
5. Finance	33	14	4	2	6	3	1	-	4	40	-	-	-	-
6. Hum Rela	64	27	6	2	1	-	1	-	4	40	-	-	-	-
7. Mkting	43	18	5	2	5	2	1	-	6	60	1	10	-	-
8. Off Mngt	58	25	11	5	4	2	2	-	3	30	1	10	-	-
9. Off Proc	99	42	16	7	9	4	-	-	8	80	1	10	-	-
10. Prin Mgt	59	24	5	2	-	-	-	-	6	60	1	10	-	-
11. Word Proc	104	44	25	11	12	5	-	-	7	70	1	10	1	10
12.*Other														

*Filing, Office Machines, Shorthand, Computer Literacy, Accounting, Clerical Practice, Business English and Math. (Secondary)

response to the item were asked to give recommendations. Relative to the addition of three semester hours of vocational business and office education, and Principles and/or Philosophy of Vocational Education, the following comments were made by the secondary business teachers:

More hours should be required (4 responses)

Need methods more than principles or philosophy (2 responses)

Delete three hours of philosophy or principles

Time could be better spent

Philosophy of Vocational Education won't help in the classroom.

The secondary respondents recommended the addition of hours for certification in the following areas:

Data Processing - 14 respondents

Computer Science - 8 respondents

Word Processing - 7 respondents

Typewriting - 6 respondents

Accounting - 3 respondents

Human Relations - 3 respondents

Business Communications - 2 respondents

Economics - 2 respondents

Office Technology - 2 respondents

One business teacher recommended that the shorthand requirement be phased out and 6 other business teachers recommended a decrease from 9 hours to 6 hours for certification in shorthand. Three respondents commented that the 9 hour accounting requirement should be decreased.

One intent of the survey instrument was to obtain respondents' comments concerning the 3 hour requirement in vocational business and office

education, Principles and/or Philosophy of Vocational Education. Observing the recommendations made will provide evidence that the respondents also included their recommendations concerning general business education certification requirements.

In addition to the course work for vocational certification, Louisiana requires that business teachers supply evidence to the Office of Vocational Education, State Department of Education, that they have a minimum of 2,000 hours of work experience in business and office occupations. The business teachers and the teacher educators were asked whether they agreed with this requirement. Sixty-six percent of the secondary business teachers and 90 percent of the university teacher educators agree with the requirement. Those who opposed the requirement made the following comments:

Use 1,000 hours - 2 respondents

Use 1,500 hours - 1 respondent

600-700 hours - 1 respondent

Less hours - 5 respondents

Temporary suspension of one-year employment

Should not be a requirement

This adds an extra year to our education requirements.

Complete fulfillment of work experience should be met by supervised work experience offered by the institution concerned (3 respondents)

Teachers appear to have a difficult time in verifying the required work experience.

Several other recommendations were made; however, they related to

general certification and not to the hours of work experience needed for vocational certification.

Cooperative Office Education certification in Louisiana requires vocational certification plus three semester hours of Cooperative Office Education methods and/or techniques of teaching Cooperative Office Education. These requirements for a COE teacher were approved by 75 percent of the secondary business teachers and by 90 percent of the university teacher educators. Recommendations made by the respondents relative to Cooperative Office Education certification included the following:

> Do not need another methods course; more important to have content courses
>
> Delete three hours of COE methods
>
> Should not be required--only elective
>
> Have students do some "in-service" work (maybe 10 days) with a coordinator during the semester
>
> Practicum should be required and supervised by experienced COE coordinator
>
> Six hours of Administration of COE
>
> Drop COE; more emphasis on word processing and computer related courses

While most of the secondary business teachers and the university teacher educators support the Cooperative Office Education methods course requirement, some opposition to it does exist especially among the secondary business education teachers.

Marketing Education Responses: Louisiana

For Part II of the marketing education questionnaire, 19 subject areas were listed from accounting to wholesaling for a response to determine the marketing educators impressions on the number of semester hours

that would require a minimum foundation of technical hours needed to teach marketing education.

At the present time, the Louisiana certification standards for marketing education include a minimum of 24 technical hours distributed among marketing, merchandising, and management. However, three semester hours of accounting, and three semester hours of business law are allowed. In other words, there is a possibility of 18 technical hours in marketing, merchandising, and management, and three hours each in accounting and/or business law at the maximum. Economics and finance are not required for certification in the technical area.

Table 8 summarizes the responses the marketing educators thought would provide a minimum foundation for marketing education certification.

Of the 19 listed subject areas to choose from that the secondary marketing respondents thought would provide the minimum foundation in the technical area for marketing education certification, 14 subject areas were chosen by at least 50 percent of the respondents to require three semester hours or more. These subject areas were accounting, banking, basic salesmanship, business communications, business law, computer science/literacy, economics, entrepreneurship, general merchandising, Human Relations in Marketing, Principles of Marketing, and retailing.

Fifty percent of the teacher educators in marketing education chose 16 subject areas to recommend 3 hours or more. These subject areas were accounting, advertising, basic salesmanship, business communication, business law, computer science/literacy, economics, entrepreneurship, general merchandising, Human Relations in Marketing, Principles of Marketing, Principles of Management, retailing, service selling, and wholesaling.

TABLE 8: SUMMARY OF RESPONSES TO THE NUMBER OF TECHNICAL HOURS THAT PROVIDE THE MINIMUM FOUNDATION FOR MARKETING EDUCATION CERTIFICATION BY SECONDARY AND UNIVERSITY PERSONNEL. SECONDARY N=58; UNIVERSITY N=7.

	Secondary										University			
	§3		3		6		9		12		3		6	
SUBJECT AREA	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1. Accounting	1	2	24	41	17	29	8	14	1	2	3	42	3	42
2. Advertising	1	2	-	-	12	21	1	2	-	-	3	42	2	28
3. Adv. Mgt.	1	2	15	26	1	2	1	2	-	-	2	28	1	14
4. Banking	4	7	24	41	1	2	-	-	-	-	1-	14	-	-
5. Basic Sell.	1	2	33	57	18	31	4	6	1	2	5	71	1	14
6. Bus. Comm.	1	2	32	55	5	9	1	2	-	-	3	42	2	28
7. Bus. Law	1	2	36	62	8	14	-	-	-	-	3	42	1	14
8. Com.Sci/Lit.	1	2	47	81	8	14	1	2	1	2	3	42	1	14
9. Data Proc.	2	3	21	36	7	12	-	-	-	-	2	28	1	14
10. Econ.	1	2	27	47	16	28	5	9	-	-	3	42	4	57
11. Entrepre.	1	2	30	52	7	12	-	-	1	2	6	85	-	-
12. Gen. Mer.	1	2	27	47	7	12	-	-	1	2	5	71	-	-
13. H.R./Mkt.	2	3	28	48	3	5	2	3	2	3	6	85	-	-
14. Mktg.	1	2	23	40	22	38	3	5	4	6	5	71	-	-
15. Prin. Mgt.	1	2	31	53	9	16	1	2	1	2	4	57	-	-
16. Prin. Mktg.	1	2	30	52	10	17	1	2	1	2	5	71	-	-
17. Retailing	1	2	28	48	9	16	2	3	1	2	7	100	-	-
18. Serv. Sell.	2	3	19	33	2	3	2	3	-	-	4	57	-	-
19. Wholesaling	3	5	19	33	3	5	1	2	-	-	4	57	-	-

The secondary educators recommended banking while the teacher educators did not. Teacher educators recommended advertising, service selling, and wholesaling while secondary educators did not.

While the current standards in marketing education allow a maximum of 3 hours in accounting, only 41 percent of the secondary educators thought three hours of accounting was sufficient, and 42 percent of the teacher educators thought so.

Sixty-two percent of the secondary teachers and 42 percent of the teacher educators thought that 3 hours of business law was sufficient.

In the area of economics, 47 percent of the secondary teachers thought 3 semester hours should be taken and 28 percent thought 6 hours should be taken. Forty-two percent of the teacher educators and fifty-seven percent thought at least 6 hours should be taken. However, certification standards do not allow any economics' courses to be counted toward certification.

Another area that is not required for certification is computer science/literacy. However, 57 percent of the teacher educators and 98 percent of the secondary educators recommended 3 semester hours or more of computer science/literacy.

At least 3 hours of business communications were recommended by 98 percent of the secondary teachers, while 71 percent of the teacher educators recommended at least 3 hours of business communications. Business communications is not required for marketing education certification.

Many of the listed subject areas can be categorized as Marketing; such as advertising, basic salesmanship, general merchandising, Principles of Marketing, retailing, service selling, and wholesaling. All of these subject areas except advertising, advertising management, service selling, and

wholesaling were recommended by a majority of the secondary educators to have at least 3 semester hours.

A majority of teacher-educators recommended at least three hours in all of the above except advertising management.

In the area of merchandising, 71 percent of teacher educators recommended 3 semester hours, while 64 percent of secondary educators recommended at least 3 semester hours.

In the management area, 57 percent of the teacher educators recommended 3 semester hours, while 52 percent of the secondary educators recommended 3 semester hours. However, 21 percent of secondary educators recommended more than 3 semester hours of management.

Certification standards in Louisiana pertaining to professional distributive education requires a minimum of 5 semester hours from areas such as: Materials and Methods of Instruction in Distributive Education, Organization and Administration of Distributive Education programs, Improvement of Instruction, Curriculum Planning, History and Philosophy of Vocational Education, and Problems of A Coordinator.

Part III of the marketing educators questionnaire asked the respondents to indicate the number of professional semester hours in marketing education that they would recommend as a minimum foundation for certification. The responses were open ended as to the number of semester hours they could recommend.

Table 9 is a summary of responses for the number of semester hours in professional marketing education courses. The list of professional courses ranged from History, Principles, and Philosophy of Vocational Education to Microcomputer Applications in Marketing.

TABLE 9: SUMMARY OF RESPONSES FOR THE NUMBER OF PROFESSIONAL SEMESTER HOURS FOR CERTIFICATION IN MARKETING EDUCATION BY SECONDARY AND UNIVERSITY PERSONNEL. SECONDARY N=58; UNIVERSITY N=7.

	Secondary Semester Hours										University Semester Hours					
	§3		3		6		9		12		§3		3		6	
PROFESSIONAL HOURS	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1. History, Principles, Philosophy of Voc. Educ.	5	7	39	67	4	7	2	3	-	-	-	-	4	57	1	14
2. Curriculum In Marketing Ed.	3	5	34	58	13	22	-	-	2	3	-	-	3	42	-	-
3. Methods in Marketing Ed.	2	3	31	53	12	21	2	3	1	2	1	14	6	85	-	-
4. Coordination of Marketing Ed.	4	6	39	67	6	10	1	2	-	-	-	-	4	57	-	-
5. Org./Adm. of Marketing Ed.	4	6	36	62	2	3	1	2	-	-	-	-	3	42	-	-
6. Microcomputer Applications in Marketing Ed.	3	5	31	53	8	14	-	-	-	-	-	-	4	57	-	-

While the state requirements for certification only require 5 semester hours elected from a list of professional courses or areas, a majority of secondary educators, as illustrated in Table 9, recommended at least 3 hours in each area listed, for a total of at least eighteen hours of professional hours for certification. However, a majority of teacher-educators recommended at least 3 semester hours or more only on numbers 1, 3, 4, and 6.

One area presently listed as a choice in the 5 hours is Organization and Administration of Marketing Education. However, less than a majority of teacher educators recommended 3 semester hours in this area, while 62 percent of the secondary educators recommended at least 3 semester hours, while 5 percent recommended more than 3 semester hours.

Curriculum planning in marketing education would appear to be a very important segment in any professional pre-service curriculum. However, only 42 percent of teacher educators recommended 3 semester hours in this area. While 84 percent of the secondary educators recommended at least three semester hours, 25 percent recommended at least 6 semester hours.

In the area of History, Principles, and Philosophy of Vocational Education, a very strong recommendation from both groups was obtained. Seventy-one percent of teacher-educators recommended at least 3 semester hours in this area, and 14 percent recommended at least 6 hours. By the same token, 77 percent of secondary educators recommended at least 3 semester hours in this area while 16 percent recommended more than 3 hours.

A strong recommendation from both groups was obtained in the area of Methods of Teaching Marketing Education. Teacher educators recommended 3 semester hours in 85 percent of the responses, while secondary educators

recommend at least 3 semester hours in 79 percent of the responses. Furthermore, 26 percent recommended more than three semester hours of course work.

While a majority of both groups recommended at least 3 semester hours in "Coordination of Cooperative Marketing Education Programs," the secondary educators had a stronger recommendation due to the fact that 79 percent thought at least 3 semester hours should be required for certification.

One area not listed, per se, in the present certification requirements was Microcomputer Applications in Marketing Education. However, a majority of both groups recommended this area should be included in certification requirements.

As a result, sixty-seven percent of the secondary educators surveyed recommended at least 3 semester hours, while 14 percent recommended at least 6 semester hours of Microcomputer Applications In Marketing. However, while 57 percent of teacher educators recommended 3 semester hours, no one recommended more than 3 semester hours of Microcomputer Applications In Marketing Education.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

Conclusions and recommendations are presented in Chapter V and are organized in the following manner:

I. Conclusions
   A. General
   B. Business Education
   C. Marketing Education

II. Recommendations
   A. General
   B. Business Education
   C. Marketing Education

Conclusions

A. General. The following general conclusions were made based on the results of the study.

1. A majority of the states used the program approval method for teacher certification; therefore, Louisiana is in the minority of states that do not use this approach.

2. Louisiana appears to be in the mainstream in requiring pre-certification testing as part of the certification requirements. The required scores in Louisiana rank in the top quadrant in professional knowledge, general knowledge, and communication skills when compared to other states.

3. A majority of states require certification renewal within a specified time frame which includes additional course work at an educational institution or in a variety of other ways, until a permanent certificate is obtained.

B. Business Education. The following conclusions were made in Business Education based on the results of the study.

1. A majority of the secondary business education teachers responding had more than 10 years of experience, whereas all the university business teacher educators had seven or more years of experience.

2. Approximately half of the secondary teachers and the university teacher educators agree that the present certification requirements for business education teachers in Louisiana provide the necessary foundation to teach all business subjects.

3. A majority of secondary business education teachers and university teacher educators indicated that some changes should be made in certification requirements in Louisiana.

4. Both the secondary business teachers and the university teacher educators appear to support the current Louisiana requirements or support an increase in requirements for certification in the various business subjects.

5. The secondary business education teachers appear to suggest a reduction in the number of hours required for certification in shorthand, although most of the university business teacher educators support the current state requirement.

6. Both the university personnel and the secondary teachers appear to agree that hours should be added for certification purposes in Business Communication, Computer Science/Literacy, Office Procedures, and Word Processing.

7. A large majority of both the secondary business education teachers and the university business teacher educators agree with the present certification requirements relating to additional courses required for vocational certification and for Cooperative Office Education certification.

8. A large majority of secondary business teachers and the university teacher educators appear to agree with the current work experience requirement.

9. Louisiana has one of the highest score requirements in the Business Education specialty area of the National Teacher's Exam, ranking within the top 10 percent of the highest score reported.

C. Marketing Education. The conclusions in marketing education were as follows:

1. The majority of marketing educators in Louisiana responding were very experienced, with more than 11 years of teaching experience.

2. A larger portion of teacher educators agreed with the present certification requirements for the number of technical hours and courses than did secondary educators.

3. A large minority of secondary educators suggested that more technical hours be required with specific course and hours associated with each course.

4. Teacher educators and secondary educators were in total agreement as to the work experience requirement, and also to the hours required for work experience relative to the present Louisiana certification standards.

5. Teacher educators and secondary marketing educators were essentially in agreement as to the technical subject areas that should be required for certification with very few exceptions.

6. Teacher educators and secondary educators appear to support more than three hours of accounting, and would add to the technical hours for certification in Computer Science/Literacy, Business Communications, and Economics.

7. Teacher educators and secondary educators agree that more than five hours of professional marketing education courses should be required.

8. Teacher educators and marketing educators generally agreed on the types of professional courses for certification and also the minimum number of hours.

9. Teacher educators and secondary educators suggest that microcomputer applications in marketing education be added to certification requirements in professional marketing education courses.

10. Louisiana does not appear to require sufficient professional hours when compared to other states.

11. Louisiana appears to be in the median range in the number of technical hours required for certification when compared to other states.

Recommendations

A. General. The general recommendations concerning teacher certification in Louisiana are the following:

1. Louisiana should investigate the merits of the "program approval approach" to determine if it is feasible for the state.

2. Louisiana should study alternative ways to certification renewal and determine if the present renewal standards in Louisiana are meeting the needs of the education system.

3. Since there is such a high regard for work experience in vocational education for teacher certification, a study should be conducted to determine the feasibility of a cooperative exchange of workers between business and industry and the education system that allows inservice for vocational teachers to gain needed work experience in their field of expertise and thus enhance and update their skills and practical knowledge.

4. The business education area exam score should be adjusted to allow for specialization; i.e., shorthand for marketing education majors requesting certification in that specialization, and adjust the business education area score for business education majors that would not be eligible for a marketing education certification.

5. This study should be replicated at least every five years to keep current with the changes needed to ensure strong certification standards in business education and marketing education.

B. Business Education. The following recommendations are made based upon the results of this study.

1. The following standards be used for certifying business education secondary personnel.

a. Business Education (General)

(1). A minimum of 39 semester hours distributed in the following areas:

Accounting . . . . . .6 semester hrs.

Data Processing . . . . . .3 semester hrs.

Computer Programming . . . . . .3 semester hrs.

Word/Information Processing . . . .6 semester hrs.

Shorthand . . . . . .6 semester hrs.
or equivalent based on proficiency

Typewriting . . . . . .6 semester hrs.

Related courses in . . . . . .9 semester hrs.
business and economics

(2). Specializations

To teach all business subjects except shorthand, 33 semester hours as distributed above, except shorthand.

To teach all business subjects except accounting, 33 semester hours as distributed above, except accounting.

To teach all business subjects except data processing, 36 semester hours as distributed above, except data processing.

To teach all business subjects except Word/Information Processing, 33 semester hours as distributed above, except Information Processing.

2. Changes from the current certification requirements should be as follows:

   a. Add six semester hours in Word/Information Processing, and three semester hours in Computer Programming.

   b. Decrease Shorthand requirements by three hours, and Accounting by three hours.

   c. Add a specialization in Word/Information Processing.

   d. Increase the minimum total hours from 36 to 39.

3. Retain all other certification requirements without change.

C. Marketing Education. Based upon the findings in this study, the following recommendations are made concerning marketing education:

1. Certification standards for technical courses should be the following:

a.	Marketing (3 semester hours of principles, remaining 6 hours from retailing, salesmanship, advertising)	.9 semester hrs.
b.	Management Principles	.3 semester hrs.
c.	Business Law	.3 semester hrs.
d.	Accounting	.6 semester hrs.
e.	Economics	.3 semester hrs.
f.	Computer Science/Literacy	.3 semester hrs.
g.	Business Communications	.3 semester hrs.
	Total Technical Hours	30

2. Six hours of professional marketing education courses and in those six hours include coverage on the topics of the following: history, principles, and philosophy of vocational education; curriculum in marketing education programs; organization and administration of cooperative marketing education programs; computer applications in marketing education; and methods of teaching in marketing education.

3. Change the terminology of "Distributive Education" to "Marketing Education" in the Louisiana teacher certification standards for Distributive Education teachers.

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APPENDIX 1

Dear Educators:

We are conducting a study for the Louisiana State Department of Education in teacher certification. The purpose of the study is to evaluate current requirements for certification in business/ office and marketing/distributive education. The evaluation will be used to determine changes needed in Louisiana's teacher certification requirements in these two areas.

Please complete and return the enclosed questionnaire in the envelope provided within two weeks. If this is not convenient, we shall appreciate receiving the completed questionnaire as soon as possible after this two-week period.

Your input and thoughts concerning the teacher certification requirements are needed so that the results will reflect the attitudes of the total profession.

Thank you for your time and consideration of this request.

Sincerely,

Ken R. Rachal, Assistant Professor
Administrative Services and Vocational Education

Bobbye J. Davis, Ed. D.
Section Chief, Business Education

Dear Educators:

About three weeks ago, you should have received the enclosed survey form. At this time, we have not received your returned survey. Perhaps for some reason you did not receive the form.

Would you please take five minutes from your busy schedule and complete the survey. Your input is needed to make this study a valid one. The more input we have, the more meaningful the recommendations will be that are made to the Louisiana State Department of Education.

These recommendations could have a tremendous impact on future teacher certification standards as well as a possible impact on recertification of present vocational teachers. Make your views known, return the survey form today in the enclosed postage paid envelope.

Thank you very much for your participation in this study.

Sincerely,

Ken R. Rachal, Assistant Professor
Vocational Education

Dr. Bobbye Davis, Section Chief
Louisiana State Department of Education

APPENDIX 2

SURVEY ON MARKETING EDUCATION
TEACHER CERTIFICATION

I. Please circle the number of years you have been teaching and circle your present position.

A. 1 to 3 years
B. 4 to 6 years
C. 7 to 10 years
D. 11 to 15 years
E. 16 to 20 years
F. 21 and over

1. Teacher-Educator
2. Secondary Teacher-Coordinator

II. Please list below the number of technical semester hours from the areas listed below that you think would provide the minimum foundation to teach marketing and distributive education in Louisiana:

	Semester Hours		Semester Hours
A. Accounting	_____	K. Entrepreneurship	_____
B. Advertising	_____	L. Gen. Merchandising	_____
C. Advertising Mgt.	_____	M. Human Relations in Marketing	_____
D. Banking	_____	N. Marketing	_____
E. Basic Salesmanship	_____	O. Principles of Mgt.	_____
F. Business Com.	_____	P. Principles of Mktg.	_____
G. Business Law	_____	Q. Retailing	_____
H. Comp. Sci./Lit.	_____	R. Service Selling	_____
I. Data Processing	_____	S. Wholesaling	_____
J. Economics	_____		

III. Please list below the number of professional certification semester hours from the areas listed below that you think would provide the minimum foundation to teach marketing and distributive education in Louisiana:

A. History, Principles, Philosophy of Vocational Education _____
B. Curriculum in Marketing Education _____
C. Methods of Teaching Marketing _____
D. Coordination of Cooperative Marketing Education Programs _____
E. Organization/Administration of Marketing Education _____
F. Microcomputer Applications in Marketing Education _____

IV. Please refer to the Distributive Education certification requirements on the attached sheet.

A. Do you agree with Part A of the certification requirements?

Yes _____ No _____

B. If (A) above is "no", please give your recommendation(s).

_____

_____

C. Do your agree with Part B of the certification requirements?

Yes _____ No _____

D. If (C) above is "no", please give your recommendation(s).

_____

_____

E. Do you agree with Part C of the certification requirements?

Yes _____ No_____

F. If (E) above is "no", please give your recommendation(s).

_____

_____

APPENDIX 3

QUESTIONNAIRE

Marketing Education Certification

I. PLEASE INDICATE THE NUMBER OF HOURS REQUIRED BY YOUR STATE FOR TEACHER CERTIFICATION IN MARKETING EDUCATION.

A. General and Professional Education	Semester	Quarter
Professional Education		
1. General Education Methodology		
2. Professional Distributive Education		
3. Student Teaching		
English		
Health and Physical Education		
Social Sciences (economics, geography, government, history, psychology, sociology)		
Mathematics		
Educational Psychology		
Science		
Speech		
Other general education requirements (Please list and indicate the number of hours below):		
_____		
_____		
B. Technical Education		
Accounting		
Business Communication		
Business Law		
Computer Courses		
Data Processing		
Economics		
Human Relations		
Management		
Marketing (Total hours required in general)		

If specific hours in Marketing (Please indicate below)

Advertising/Promotion	
Banking	
Channels	
Display	
Insurance	
Marketing Research	
Merchandising	
Principles	
Salesmanship	
Wholesaling	

Other Technical Courses (please list)

1.
2.
3.

II. MDE PROFESSIONAL EDUCATION COURSE REQUIREMENTS AS INDICATED IN I.A.2. ABOVE.

		SEMESTER/QUARTER
A.	Cooperative Education Methods	_____ ____
B.	Curriculum Planning	_____ _____
C.	History and Philosophy	_____ _____
D.	Improvement of Instruction	_____ _____
E.	Materials and Methods in Marketing Education	_____ _____
F.	Micro-computer Applications in Education and Marketing	_____ _____
G.	Organization and Administration	_____ _____
H.	Problems of a Coordinator	____ ____ _____
I.	Other	_____ _____

III. WORK EXPERIENCE IN A MARKETING OCCUPATION.
Number of hours required_____
Other requirements pertaining to work experience:
_____

IV. A. Does your state require a professional examination for teacher certification:

Yes___ No_____

B. Please indicate the professional examination required for teacher certification:

National Teachers Examination _____ Other_____

State-Composed Examination_____

C. Show below the minimum score (s) required for teacher certification if the National Teacher's Examination is used.

Professional Knowledge _____ Communication Skills ___

General Knowledge_____ __

D. Is a specialty area examination required in the NTE for certification in MDE? Yes____ No___ If "yes", state area:

_____ ___ _____

V. Show below the ratio between the minimum score/maximum score and/or the percentage required for teacher certification if a state-composed examination is used.

_____ _____ ___ _____

VI. If you have periodic requirements to maintain certification, please list.

_____ _____ _____

VII. STATE OF_____NAME_____
PHONE: _____

APPENDIX 4

CERTIFICATION REQUIREMENTS
FOR
SECONDARY MARKETING EDUCATION TEACHERS*

Distributive Education

A. Technical courses in marketing, merchandising, and management, 24 semester hours may be distributed along technical areas such as : accounting principles (not more than 3 semester hours), business law (not more than 3 semester hours), marketing, merchandising, and management.

B. Professional distributive education, 5 semester hours. All applicants seeking certification in distributive education shall complete 5 semester hours from areas such as: material and methods of instruction in distributive education, organization and administration of distributive education programs, improvement of instruction, curriculum planning, history and philosophy of vocational education, problems of a coordinator.

C. A minimum of 2,000 hours (one year) of work experience in distributive occupations approved by the Office of Vocational Education, State Department of Education. Partial fulfillment of this work experience may be met through a practicum for credit (supervised work experience) offered by the institution concerned. Two hours will be allowed for each hour of supervised work experience.

*Louisiana State Department of Education. Louisiana Standards for State Certification of School Personnel, Bulletin 746. Page 22

APPENDIX 5

SURVEY ON BUSINESS AND OFFICE
TEACHER CERTIFICATION

INSTRUCTION: Please indicate your response for items 1 through 10 by circling your answer.

1. I have been teaching Business and Office Education for

   A. 1 to 3 years
   B. 4 to 6 years
   C. 7 to 10 years
   D. 11 to 15 years
   E. 16 to 20 years
   F. 21 years and over

2. I am a (a) teacher-educator
   (b) high school business teacher

3. The number of students in the student body of my school is

   A. 0-200
   B. 201-500
   C. 501-800
   D. 801-1100
   E. 1100 and above

4. Present certification requirements for business education teachers in Louisiana provide the necessary foundation to teach all business subjects. Yes No

5. Changes should be made in the present certification requirements for business education teachers in Louisiana. Yes No

6. All business teachers should be certified to teach shorthand. Yes No

7. All business teachers should be certified to teach accounting. Yes No

8. All business teachers should be certified to teach date processing. Yes No

9. All business teachers should be certified to teach computer literacy. Yes No

10. All business teachers should be certified to teach word processing.

11. The semester hours for some subjects now required for certification in business education are shown below at the left. Please circle at the right the number of hours you think provide the minimum required skills, principles, and procedures necessary for certification in each of the subjects listed.

CURRENT LOUISIANA REQUIREMENTS:	REQUIRED HOURS SHOULD BE:			
Typing.....6 hours	3	6	9	12
Shorthand.....6 hours	3	6	9	12
Accounting.....9 hours	3	6	9	12
Data Processing.....3 hours	3	6	9	12

12. Please indicate below the number of hours that were/are required in business education methodolgy for cirriculum.

13. In reference to the teacher certification requirements on the next page under "A", "Related courses in business and economics which are essential to a well rounded foundation...," please select 9 semester hours or more which you think are necessary to provide a well-rounded foundation for business and office teachers.

	No. of Hours		No. of Hours
Economic	_____	Principles of Management	_____
Computer Science	_____	Business Communications	_____
Word Processing	_____	Business Law	_____
Office Procedures	_____	Human Relations in Business	_____
Marketing	_____	Other - Please list below:	
Office Management	_____	_____	
Finance	_____		

14. Reference Part B, Business and Office Education requirements on the next page.

(a) Do you agree with Number 1? _____

(b) If (a) is no, please give your recommendation(s)_____

_____

_____

(c) Do you agree with Number 2? _____

(d) If (c) is no, please give your recommendation(s)_____

_____

_____

15. Do you agree with Part C Cooperative Office Education? YES ____ NO ____

If no, please specify the change you would make._____

_____

APPENDIX 6

QUESTIONNAIRE
Business Education Certification

I. Please indicate the number of hours required by your state for teacher certification in business education (generally).

	Hours Semester	Hours Quarter
General and Professional Education		
Business Education Methods		
General Professional Education		
English		
Health and Physical Education		
Social Sciences (Economics, Geography, Government, History, Psychology, and Sociology)		
Mathematics		
Educational Psychology		
Science		
Speech		
Other General Requirements (Please list below and indicate number of hours):		
_____		
_____		
Technical Education		
Accounting		
Business Communications		
Business Law		
Computer courses		
Data Processing		
Economics		
Management		
Marketing		
Office Administration:		
Data Processing		
Human Relations in Offices		
Office Management		
Office Procedures		
Records Management		
Shorthand		
Typewriting		
Word Processing Concepts		
Word Processing Applications		

II. List below additional requirements for Business/Office Education (Vocational) and Cooperative Office Education.

Business/Office Education (VOCATIONAL)		
Philosophy of Vocational Education		
Other: _____		
_____		
Work Experience (Number of Hours) _____		

Cooperative Office Education
Methodology ..... _____ _____
Work Experience (Number of Hours) _____

III. Does your state provide specialized certification within business education? (Example: teaching all subjects except shorthand?) Yes___ No___

IV. If yes, please list the areas of specialization and provide a copy of the certification requirements in each specialized area.

_____

_____

_____

V. (a) Does your state require a professional examination for teacher certification? .....Yes___ No___

(b) Please indicate the professional examination required for teacher certification:

National Teachers Examination___
State-Composed Examination ___ Other___

(c) Show below the minimum score(s) required for teacher certification if the National Teacher Examination is used.

Professional Knowledge___ Communication Skills ___
General Knowledge ___ Business Education Area___

(d) Show below the minimum score(s) required for teacher certification if a state-composed examination is used.

_____

_____

_____

_____

VI. Please list below your requirements (if any) for teaching Computer Literacy.

_____

_____

_____

_____

VII. If you have periodic requirements to maintain certification, please list.

_____

_____

_____

_____

VIII. STATE OF_____NAME_____PHONE_____

APPENDIX 7

CERTIFICATION REQUIREMENTS
FOR
SECONDARY BUSINESS EDUCATION TEACHERS*

Business and Office Education

A. Business Education (General)

1. A minimum of 36 semester hours distributed in the following areas:

Typewriting.....6 semester hours
or equivalent based on proficiency
Shorthand.....9 semester hours
or equivalent based on proficiency
Accounting .....9 semester hours
Data Processing.....3 semester hours
Related courses in business and economics
which are essential to a well rounded
foundation.....9 semester hours

2. To teach all business subjects execpt shorthand, 27 semester hours as distributed above, except shorthand.

3. To teach all business subjects except accounting, 27 semester hours as distrivuted above, except accounting.

4. To teach all business subjects except data processing, 33 semester hours as distirbuted above, except data processing.

B. Business and Office Education (Vocational)

1. Above curriculum plus 3 semester hours of Vocational Business and Office Education, Principles, and/or philosopy of Vocational Education.

2. A minimum of 2,000 hours (one year) of employmnent in business and office occupations approved by the Division of Vocational Education , State Department of Education. Partial fulfillment of this work experience may be met through completion of a practicum for credit (suipervised work experience) offered by the institution concerned. Two hours will be allowed for each hour of supervised work experience.

C. Cooperative Office Education

Above curriculum in (1) and (2) plus 3 semester hours of cooperative office education (Methods an/or Techniques of Teaching Cooperative Office Education).

* Louisiana State Department of Education. Louisiana Standards For State Certification of School Personnel, Bulletin 746. Page 20

APPENDIX 8

Business & Office Teacher Certification Response Recommendations

14. (b) Recommendations:

- 3 hours ofeach title listed in B1;
- more economics, data processing, and accounting;
- 2 is sufficient;
- 12 hours of accounting should be required and at least 6 hours in data processing;
- more hours should be required;
- more skill required in typewriting;
- shorthand should be phased out--add more computer science, data and word processing;
- we need more than 3 hours for a well rounded background;
- data processing should be 9;
- should take an adult education course;
- more concentration oon modern office technology and methodology in teaching business;
- possibily cut back to 6 hrs. of shorthand (based on reasonable proficiency);
- more hours of credit are needed in accounting if the teacher is to teach Accounting II;
- 6 hours for accounting
- 3 more hours in data processing should be beneficial;
- 9 hours of typewriting; 6 hours of data processing;
- less shorthand; more typewriting;
- more computer science and word processing;
- 6 hours for each;
- more hours in data processing and typewriting;
- a course in practical application (i.e. word processing would be beneficial;
- There is a need for more computer training than 3 hrs. 3 hours does not adequately prepare a teacher to face today's high school student in reference to computers;
- do not need as much shorthand or accounting; need methods worse than principles and philosophy;
- office procedures, word processing, Economics, Business Communications; Computer Science; Human Relations are needed and all cannot fall under 9 hours of related courses
- time could be better spent;
- more current office trends in courses;
- reduce 9 to 6 shorthand or completely delete;
- less hours in accounting, more in typewriting;
- 6 hrs. of shorthand enough;
- one course of OE should be enough;
- 9 hours of typing, 6 hours of data processing;
- add 9 hours of computer science to the business office education curriculum;
- the principle of any business course should be to ready students for

- gainful employment through integrated skills--including moral business practices and procedures;
- most emphisis should be placed on business with some exposure in many areas;
- all business teachers should have to teach all business subjects;
- 9 hours computer literacy/science
- increase data processing 3 hours; require word processing and computer science; OK to add Voc. Bus. and Office Education course;
- more courses in data and word processing;
- 6 hours of shorthand; 6 hours of data processing;
- 6 hours in data processing would bettter prepare a college graduate for the work force since this is what business is looking for;
- it's not needed; other requirements sufficient;
- philosophy of Voc. Ed. won't held in the classroom;
- delete 3 hrs. of principles and/or philosophy of Voc. Ed.;
-computer science and word processing need to be included;
- more computer science, data processing, communications, human relations, and a course on how to fill in all the paperwork;
- human relations in business;

14. (d) Recommendations:

- temporary suspension of 2,000 (1 yr.) of employment;
- business teachers should be certified in anything uner business in bulletin 741
- business education teachers should be certified to teach shorthand;
- add computer science to certification requirements in all areas of business education;
- this should not be a requirement; more alternatives (higher degree, teaching experience, etc.) less hours;
- this may be too difficult;
- reduction of hours required would make programs more appealing; small communities don't have the facilities for these types of programs;
- minimum hours too low;
- it's hard to verify if a teacher has worked in business and if the type of work was appropriate to the field of business and office;
- use 1000 hours; some people either teach or work at a job but not both;
- 1000 hours would be sufficient;
- more economics, data processing, and accounting;
- 12 hours of accounting should be required and at least 6 hours in data processing;
- only if everything can be covered in 3 hours;
- add additional data/word processing;
- complete fulfillment of work experience should be met by supervised work experiences offered by the institution concerned;
- this is adding an extra year to our education requirements;
- important only to those who will teach job oriented courses-not necessary for basic courses. Teachers should be able to decide;
- need more than 3 hours of methods courses;
- employment is not necessary;
- 2000 hours is too long - 1000 would be just as effective;
- have incorporated into college curriculum;

- additional computer or management or communication courses in place of shorthand;
- not enough time to teach this in addition to the teaching loan;
- number 1 gives a complete education;
- all business teachers should be certified to teach accounting;
- 6 hrs. of data processing;
- more hours in accounting and word processing;
- everyone should know some shorthand;
- too many hours;
- work experience is great if there's some guarantee of good pay and future work in teaching;
- more consideration should be given for teachers who entered teaching directly from college'
- shorthand is not required to be taught in all schools;
- 1500;
- more hours needed in accounting and data processing;
- there is a need for shorthand, especially in Fort Folk area;
- partial fulfillment of work experience should not be met through practicum, but should be based on full-time employment; this is real experience;
- maybe semester course (or two at universities) could be designed to put a student to work in a business office;
- I feel that after successfully completing your course of study, 2000 hours is too much work experience;
- require all business education teachers to learn about computers;
- lower the hours of employment;
- I think 2000 hours is too much; part-time work experience in different settings would be more beneficial;
- some teachers go directly from our university to teaching school
- add computer science , word processing;
- I recommend 600 - 700 hours of employment; not as much as student teaching;

15. Recommendations:

- A course to improve public relations should be included;
- Do not need another method course, more important to have content courses;
- add microcomputer, apple in Marketing Education;
- decrease employment hours;
- the 2000 hours of employment
- add office management, human relations, technology;
- need more hours in cooperative office education;
- Remove #1;
- delete # 2
- delete 3 hours of Vocational Business and Office Education, Principles and/or philosophy of Vocational Education;
- B2 is a little steep with 2000 hours of employment;
- more courses in data and word processing plus human relations in business;
- delete 3 hours of COE methods;
- more computer, communications, human relations;
- same as 14d - complete fulfillment of work experiences should be met by supervised work experience;

- additional certification - not required of everyone;
- required human relationsin business and guidance courses;
- should not be required - only elective;
- have students do some "in-service" work (maybe 10 days) with a coordinator during the semester;
- practicum should be required - supervised by experienced COE coordiinator;
- 6 hours of Administration of COE;
- drop COE; more emphasis on word processing and computer related courses;
- Typing I should be a requirement for high school graduation;

APPENDIX 9

Marketing Education Teacher Certification Response Recommendations

IV. B. Recommendations:

- Not enough in diversified area
- Finance course should be included
- Too vague, some courses are more important than others
- I think more hours should be devoted to this area. I had a hard time limiting to 24 hours. Would place an undue burden on these students
- 9 hours instead of 5
- I feel 24 semester hours is needed. Most people do not feel comfortable teaching what they have not had as a course
- Entrepreneurship, how to find and apply for a job, human relations should be added.
- need more content course work
- add a course in computer science
- there may be some value to 6 semester hours of Bus. law and accounting
- more than 24 hours
- 6 hours in accounting minimum
- more specific courses should be taken, advertising, retailing and general merchandise
- more marketing and management needed
- 40 hours minimum, 6 must be accounting
- teachers need more business subjects
- need more accounting
- more emphasis should be placed on keeping up with current trends
- need more Accounting and Economics

D. Recommendations

- 9 hours minimum (better if 15 as minimum)
- more hours should be included so as to provide extensive training
- who teaches a 5 hour course?
- more hours needed in Marketing Education not comprehensive method courses
- I feel that more coursework should be required in this area
- need more hours
- organizations and administration of DE programs and methods and materials of instruction in DE should be required
- History and Philosophy of Vocational Education, Materials and methods of instruction in Marketing Education. Microcomputer application in Marketing Education
- more than 24 hours needed
- 3 hours in materials and methods, administration of programs and problems in DE programs
  more hours are needed to be able to be effectively organized and run a quality DE program
- not enough in diversified area
- minimum of 9 hours

- substitution should be allowed in some areas such as Cooperative Office Education Courses - 9-12 hours
- more semester hours needed in professional DE
- Leave out curriculum plan. The Core Curriculum of '85 did that. Leave out Philosophy of Vocational Education; concentrate on teaching techniques

F. Recommendations

- I think it should be 1500 to 1800 hours
- I agree with last sentence of Part C
- I feel 1000 should be sufficient
- A minimum of 2 years with experience in Distributive occupation should be required and verified by the Office of Vocational Education, State Department of Education
- Quality more important than 2000 hours.